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THE ELEMENTARY SCHOOL TEACHER

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HISTORY IN THE UNIVERSITY ELEMENTARY SCHOOL

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The study of history in the University Elementary School begins with the first grade. That history is not used for the younger children in most schools is due, I believe, to the fact that people usually think of it as relating especially to political and governmental affairs. The average person, when asked why children should study history, says: "To cultivate patriotism, and to fit the children for citizenship;" meaning by this, for the duties of the voter. On the other hand, in the last few years the study of social science and economics has changed to some extent our views in regard to the nature of history, and shown us that political conditions depend largely upon industrial conditions. Much more emphasis is now placed upon industrial and social history in higher institutions than formerly, and much more attention is given to them in the writing of history. The lower schools have not yet adjusted themselves to the new conception.

At the same time we are considering the children more carefully than ever before. Psychology and child-study have turned our attention in that direction, and have taught us that the children can make their own only such knowledge as their experience helps them to interpret. Their interests are in present life, and the past appeals to them in just so far as they can find themselves in it, with their activities, their thoughts, and their feelings.

They are living intensely in the things of the present, and their environment is putting very interesting questions to them. The history that connects with these questions becomes theirs. All the rest is mere information. Now, information is not in itself of very great importance. It is the use which we make of information that gives it its value. It is not knowledge, but the application of knowledge, that gives power. The problems of the children are as serious to them as ours are to us. To find these problems and help them to solve them in the light of the experiences of others is the teacher's task. These problems are rarely political ones, not even in the highest grades, nor chiefly in the high school. The children are not required to take a part in the affairs of the state and nation. They are interested in social life, and in occupations in which they themselves are taking a part, or in those with which they come into direct contact. A knowledge of past social and industrial conditions related to their experiences should help them to understand the life about them and to act their part in that life.

The weakness of the old system lies in the fact that the teacher gave the tasks to the children and the children worked without any impulse from within. They learned lessons set from the outside. It is evident that we all learn most easily when we ourselves need the knowledge that we are striving to gain. Many a boy finds it impossible to master mathematics at the dictation of the teacher, but, when out in business, acquires that same mathematics without difficulty. The little children have learned much before they come to school. They have learned because the things about them put questions to them. They have inquiring minds, and are continually saying, "Why?" The answers to these questions are their introduction to science and history. The race built up the arts of civilization before the formal school was invented; for the school is a comparatively modern institution. It was the necessities of life that led man to exploit his environment, to experiment with materials, and to work out processes. The school that separates study from life, from experience, is artificial in its methods. It is usable knowledge that keeps the school in natural methods of study.

Much of our history is based upon the occupations of the school. When the children are themselves making anything, they are interested in the work of other people in the same directions and in the history of that industry or art. Creative work is the center of the course of study for the younger children, and often the point of departure for the older grades. But as the children gain in power, their study of history is gradually differentiated from the occupations and the other studies. Still, even in the high school specialization should not be carried so far that the relationships of study and experience are forgotten.

The children of the primary grades find their problems chiefly in the home. They are interested in what people are doing, in action. They like to share in the occupations of others, and they dramatize in their play these occupations. At home they make playhouses, cook and serve meals, and dress dolls. These things that they do put questions to them—questions that are rarely answered in the home, at least in such a way as to give the child added power over his own experience. In school the occupations may be so organized that they form the natural entrance into the field of knowledge in science and history.

The interests of the children in the middle grades take in the larger social group, the neighborhood—here the city—with the occupations of the people, their trade and commerce, and our public works. Pioneer life is very close to the sympathies of the children, and we have in this country an abundance of material for it both in our local history and in that of earlier colonies.

Our history from the time of the Revolution has heretofore been written almost entirely from the political standpoint. Our textbooks tell of the rise and development of political parties, of states' rights versus national sovereignty, of office-holders, and of war. With these political questions the children have no vital sympathy. But there is an industrial history of the period that is very attractive to them. Our people have pioneered their way across the continent, developing the resources of the soil, and this industrial conquest underlies our political history. This story has not yet been written for the children in any degree of fulness; but, when it is, there will be a new charm in the study of American his-

tory in our elementary schools. We are accustomed to think of our history as dull and uninteresting as compared with that of other countries, but I have found the "evolution of the frontier" as fascinating to children as the age of chivalry.

With children of the highest grades political history may play a more important part, and the relation of our country with other countries may be more definitely shown. The point of contact is often to be found in current events. The power of the child to interpret and apply what he learns tells us how far to go in any one direction.

It is the application of all our work that is, after all, the important thing. We cannot expect children to go to school eight years in the elementary grades, and four years in the secondary school, never making any use of what they learn, and then to go out into the world and become actively interested in the public good. The habit of putting thought into action must be cultivated. Thought and action should go together throughout our school course; for the power to serve is the test of the value of an education.

HISTORY IN THE FIRST GRADE

ELSIE A. WYGANT

The work of the first year in the beginnings of history would be expressed better by the term "social occupations," as it is in no sense that systematic record of past events to which the term "history" is usually applied. The work is from the standpoint of industry, and its background is the immediate social environment.

We feel that this environment is a most complex thing, and that the unthinking acceptance of it by children leads to sophistication and lack of appreciation. Therefore we have chosen one element from it, the house, to see its evolution and the relation of its producers to society. As a clue to the mystery one might choose food or clothing, or any one of the necessities of man; but, because in our experience house-making gives greater oppor-

tunity for the children's imitative activities, and because the finished product, a playhouse, is so essentially fitted to the desires of a six-year-old, we have chosen this phase.

The question of modern food-getting, with its source in the farm, and the activities which this suggests, is very alluring. But to the child in Chicago, who has had only summer glimpses of a farm, or worse, gets his conceptions of farm life from single-day field trips, the work cannot carry the real spirit of the workers. Nor can his crude attempts to work out a process be enlarged and vitalized by sufficient comparison with the way in which skilled workmen do the actual work.

On the other hand, the work of house-making and furnishing is going on about city children all the time. They come in contact at every turn with those industries which include architecture, house-building, floor-covering, wall-papering and decoration, drapery, and furniture-making.

For several years we have made individual playhouses. Each child constructed his own house in the manual-training room and furnished it completely. This method had the great advantage of giving each child free choice in design, and when the playhouse was completed, it was his to dispose of as he would. This year we decided to co-operate in the making of one house. This decision largely grew out of the conviction that so permanent a thing as a playhouse should be more sightly than any we had ever been able to secure through individual effort. An object that is so long in the making and is used as a toy so long afterward should be of sufficient beauty to serve as an element in the children's growth in taste.

The first of the year, through pictures and buildings, different types of architecture were shown the children—Greek, colonial, and old English being emphasized. At Beverly Hills two houses of the old English type were seen, and this style was chosen for our playhouse. Mrs. William M. R. French made the drawings and plans for the outside of the house in most completely workmanlike manner.

During the fall quarter the history time was spent in choosing the kind of house and in considering the labor involved in the

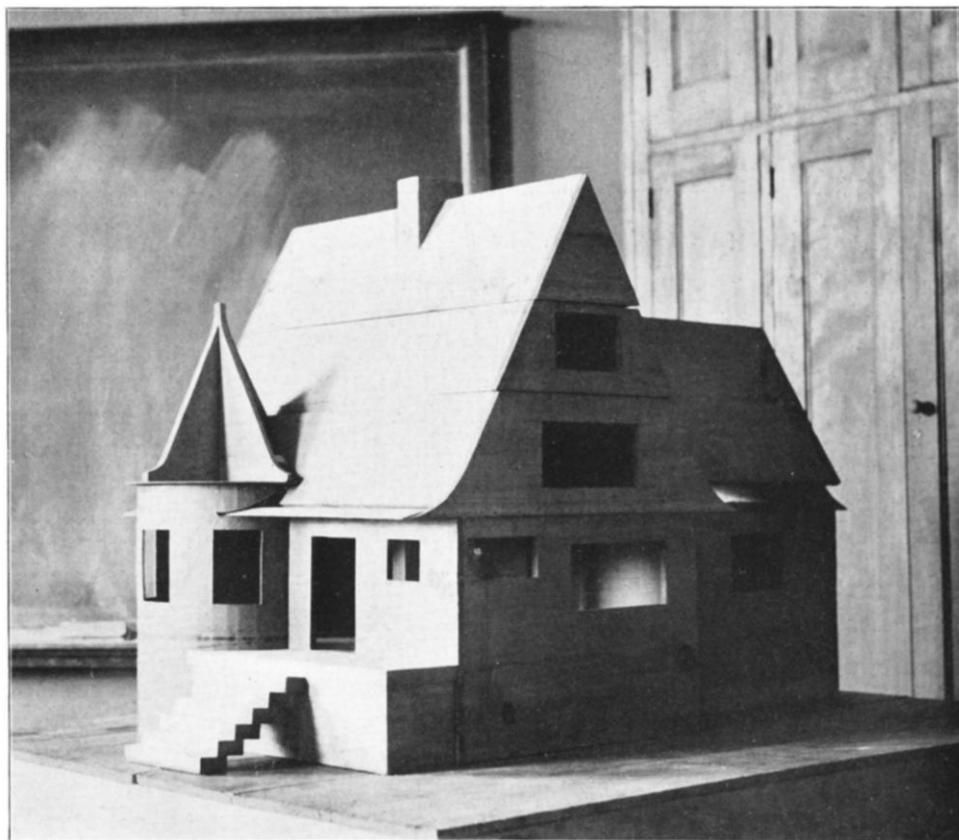
making of houses. The children counted twenty-nine classes of laborers who work upon a house directly. When the more indirect forms of labor, such as lumbering, quarrying, stone-cutting, transportation, etc., were traced out, their idea of the interdependence of the workman was widened. When this was enlarged by the idea of the exchange of commodities, in that the builder, for instance, needs food and clothing and recreation, the children were fascinated by the labyrinth. They enjoyed very much the story of "The Old Woman and Her Sixpence" told in this connection.

For the sake of contrast, we turned from this complexity and division of labor in modern shelter to primitive dwellings. The children were told of the tree-men and cave-dwellers, and delighted in discussing how they obtained their necessities. Because of the greater amount of material available, and the children's greater familiarity with the North American Indians, we planned out the possibilities of their life more in detail. We built an Indian village on the sand-table, making all things as nearly as we could as we imagined the Indians must have done without our tools. To find how the poles were cut for wigwams, how the skin was fastened for the cover, and many other details, we spent a morning in the Indian section in the Field Museum.

The children of the second grade this winter are studying Eskimo life, and they have made models and written stories for the first grade concerning Eskimo house-making.

The first grade is hearing stories of a tropical land, and will plan and make a suitable shelter for these conditions. So the idea of shelter as growing out of conditions and environment is building up more or less clearly as the individual child is more or less philosophic and analytic in his turn of mind.

The house we are building is made of Ralston Food boxes. The east and west ends of the main part of the house are hinged so as to swing back to allow for work and play in the house. In these boxes the children make the door and windows, and fit the partitions. The stucco effect they plan to make by using sand paper, and the open timbers are made of $\frac{1}{4}$ -inch wood, the design for which the children have themselves worked out. The base-



GROUP PLAY HOUSE—FIRST GRADE



INDIVIDUAL PLAYHOUSES—FIRST GRADE

ment of bowlders is made of pebbles collected at the lake-shore. The roof is to be made of the corrugated paper, such as bottles are wrapped in, and this will be painted red. The children have planned the interior arrangement of rooms, thus determining the number and arrangement of windows.

In order to make the house movable, it had to be put upon a platform, and this the children have made somewhat larger than the house, and the surrounding space they plan to sod and plant for a garden.

The decoration and furnishing of the house offer continued opportunities for the application of design, and this phase of the art work centers upon the use of design for rugs, draperies, wall paper, tiles, leaded glass, and open timbers. The floor space is sufficient so that each child can design and make a complete rug, but in the wall paper, tiles, and so forth, a small group works on a design, and the most pleasing result is chosen. A stencil is made from this design, and thus it can be applied more accurately.

In the making of the rugs for the floor the children follow out the process, know something of the character and source of the possible materials with which they work, see good examples of various kinds of rugs, and visit a place where they can see the work being skilfully done. Such visits force a comparison between their crude results and the finished product of the skilled worker. So, it is hoped, they grow in taste and appreciation, and in respect for work and worker.

Among the children's occupations are also cooking and gardening, and in connection with these they are studying farm life for some of their lessons in science.

Now that the work is nearly completed it seems only fair to add a word in regard to making one house instead of individual houses.

A fifth-grade boy was seen at work this year repairing a playhouse which he had made when in the first grade and had given to his little sister. It had been a plaything sufficiently treasured to be worth mending five years after it had been made.

Another boy, in the third grade, came running into the school during a heavy rain, begging to be allowed to take another boy

and go to secure his playhouse, which had been taken from him two years ago and which he had discovered in a back yard not far from school. No arguments as to rain, or that possibly the playhouse was not his, were of any avail. He went, got the house, proved his ownership, and is now putting it in order after school in the manual-training room.

These evidences of the personal value which the children place upon their work, and the continued pleasure which the houses have afforded, are strong arguments for individual ownership. At the same time, they emphasize the necessity for houses which are beautiful. Therefore another year the children will be given the opportunity to make the individual houses, striving constantly to get good proportions and a pleasing outline, but sufficiently simple so that each child may plan and carry out a complete piece of work.

HISTORY IN THE SECOND GRADE

ELSABETH PORT

The children come to their second year of work in school still new enough in the world to view with interest many of the everyday activities that have come to be a matter of course to us. They are also beginning to wonder and inquire into the beginnings of these complex processes. These two facts, together with their growing love for discovery and experiment, have determined the two branches of work, social and historical, which, it is hoped, will illumine each other.

In their first year the children had done cooking and gardening, and had had the subject of food and its source, the farm, as one of their great centers of work. In the fall of this year they worked again on the subject, this time with a view to finding out chiefly the history of food after leaving the farm. At the same time, in order to give more meaning to our work by contrast and also to get at fundamental processes, we worked out some of the primitive ways of procuring and preparing food. However, it is impossible to do the cooking and play at hunting without getting

somewhat into other primitive occupations. And the subject is so large and so interesting to children that the time was all too short.

The children, fresh from contemplation of South Water Street and its abundance, were asked what they would do for food if they were left on an uninhabited island. This, of course, was comparatively easy, and they brought from home fruit, nuts, oysters in the shell, and water-cress, in order to have a feast of the things that could be found and eaten with no further preparation.

When this island of theirs was wooded and the forests filled with wild beasts, we had the conditions of early man. The physical conditions, however hard to realize, are easy in comparison with the attempt of the children to strip themselves in imagination of the knowledge that civilization brings. This I believe that they can do only to a very limited extent. They are, however, fertile in suggestion. They worked with great vigor on a diminutive pitfall, digging with pieces of slate and broken shells. They made formidable weapons by binding stones to sticks with strips of leather, and they chipped flint by the half-hour in the vain hope of getting a creditable spearhead.

When it came to the making of fires, they worked with even greater eagerness. They rubbed sticks until their arms ached, they got from flint infinitesimal sparks seen in the dark, and then regretfully and with a dawning respect for our very fore-fathers came to the conclusion that matches were necessary if we ever wanted to cook food. Even with matches it was not always easy to get a good fire, debarred as we were from using paper or prepared wood.

When successful fire-making was accomplished, the children had a series of outdoor cooking lessons. They roasted potatoes and chestnuts, they broiled bits of meat on green sticks, they baked eggs in clay and roasted smelts, they boiled water with hot stones, and so cooked eggs and chipped beef.

If time had permitted, the children could with profit have worked out some of the other changes brought about through the control of fire. The making of brush huts, for example, large enough to get really into, calls forth much ingenuity and hard work. Many of the incidents in the *Story of Ab*, which was used

constantly for historical setting and picturesque background, would have made good bases for work. The children's interest in the story never flagged, and Ab became a very real person to them. On the sand-table they made the surroundings of his cave and the cave itself. The making of the river was our geography, and the siphoning off of the water, our science for the time.

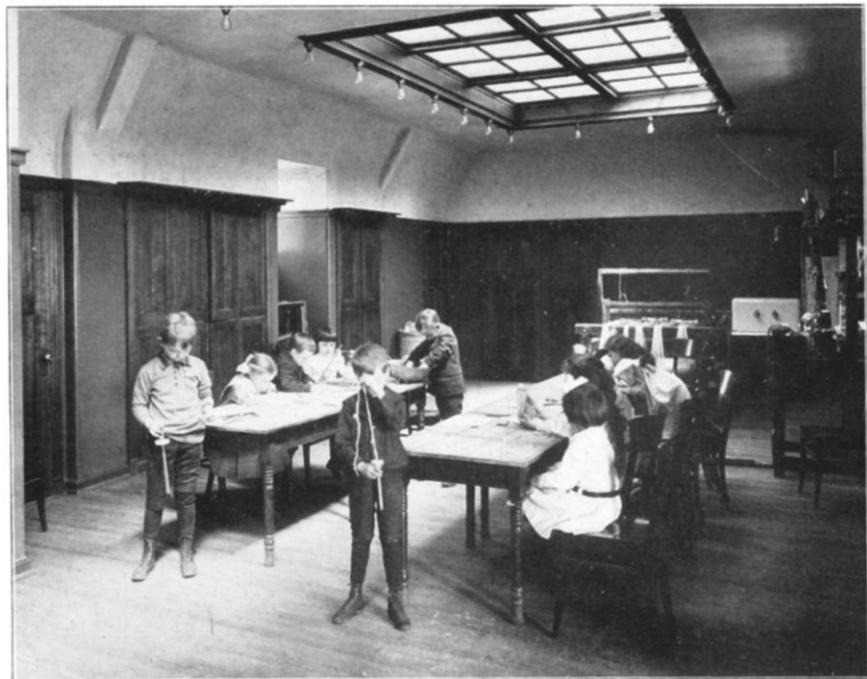
During the winter quarter we took clothing as our starting-point. We observed and discussed the relative merits of the various materials—cotton, wool, silk, and furs. The extreme cold and quantities of snow caused us to linger on the people who use furs for clothing. Here, again, it was impossible to confine ourselves solely to the subject of covering, when the whole life of the Eskimos is so full of interest.

Happily for us, the snow at that time was covered with an icy crust and in just the right condition for making igloos. The children cut blocks of snow and made some very good rounded huts out of doors. When these melted, they were ready and anxious to make others of clay blocks *to keep*. We are making two Eskimo scenes on the sand-tables—one, the winter, showing snow huts, ice-fishing, sledging, etc.; and the other, a summer one, with skin tent and kyak. The children have dressed small dolls with leggins, coats, and hoods. They have also modeled Eskimo figures and Arctic animals. They have, in the meanwhile, visited the Field Museum and its excellent Eskimo exhibit.

The lamp proves a fascinating article to make and use. They had to mold it of clay as the nearest approach to stone. They next tried out some fat to get oil for burning. Then, with some florist's moss for wicking, the diminutive lamps burned for hours, to the children's unbounded enthusiasm and delight.

Last year we made some satisfactory little ice sleds. The children got the blocks of ice from a frozen pond in the opposite lot, and by means of hot iron rods melted them to the desired size and shape. One little boy was so delighted with his sled that he could not bear to think of its disappearance and kept it safely in the home refrigerator for some days.

In their textile work the children have been working with wool, tracing its history from farm to clothing, and going through



SECOND GRADE CHILDREN IN THE TEXTILE ROOM



THIRD GRADE CHILDREN MELTING METALS IN FURNACES MADE BY THEMSELVES

the primitive processes of carding, washing, spinning, dyeing, and weaving. In connection with this work we take the stage of shepherd life. The Bible story of Abraham is the foundation for this work. We construct in the sand-table the low, rolling, grassy hills as the scene of the shepherd's wandering life. Wells and tents are made, sheep and camels are modeled in clay, cakes of meal are made like Sarah's, and some of the most dramatic scenes are played.

Later we make a desert scene, with an oasis for a wandering Arab tribe. Camels with their traveling packs are added, and in various ways a picture is constructed of this exceedingly picturesque people. The children also try primitive ways of making butter and cheese.

Through all these occupations the endeavor is to give the children a small beginning of appreciation of the simple bed-rock processes and their wide-spreading development.

HISTORY IN THE THIRD GRADE

GUDRUN THORNE-TOMSEN

GENERAL REMARKS

The work in history in the primary grades is a study of types of society in various environments. Some of these types are: the farmer, the hunter, the shepherd. The principal topics in this study have been: shelter, means of getting food and clothing, which include occupations and industries, means for defense, social customs, games, etc. Side by side with the consideration of these topics, which constitute the historic aspect of the subject, the environments in which these types of society were found has been given some attention; this is the geographic aspect of the subject. Forms of shelter, industries, and modes of living in a primitive society are very largely the result of certain external conditions: climate, topographic forms, and soil. In order, therefore, to understand the peculiarities and stage of development of a certain type of society, a study of these external con-

ditions is necessary. The factors which make Eskimo society different from Indian society, and the farmer's life different from that of the shepherd, are largely geographical. In one case we have an arctic climate, with absence of soil and vegetation; in the other case, a temperate climate, with extensive prairies; in one case, valley and river, with fertile soil; in the other, forests, with an abundance of game. To sum it up: History in these grades deals with types of primitive society; geography, with an analysis of various environments, which have surrounded man at different stages of his development.

The reasons why such types of society as the shepherd, farmer, and hunter are taken up in the first and second grades are obvious. The forms of community life on which they are based are extremely simple in all their phases, socially, industrially, and politically. The farmer's or shepherd's life has many analogies in the child's own life; it is therefore easily comprehended, and arouses his interest and sympathy. What the hunter does in a primitive society is closely akin to the things that the child himself would like to do, and very often can do. The problems and ideas which claim the attention of the hunter seem familiar and worth considering to the child in the first and second grades.

As before stated, the social, industrial, and political organization of these types of society are extremely simple. Their energies are spent mainly in obtaining the necessities of life directly from nature. As there is no trade, there are no luxuries. They form self-sustaining communities, with no intercourse with the outside. Means of transportation and communication are undeveloped, and travel and exploration find no encouragement. It is easy to understand that the study of such a society appeals to the children in these grades. Their problems and occupations are similar to those of the society which they are studying.

In the history work of the third grade we advance one step. From the simple, self-sustaining communities of the hunter, farmer, and shepherd, the child is led to consider a type of society where man no longer is entirely dependent upon nature through his own efforts, but where he obtains the necessities of life, and very soon some of its luxuries, through the intercourse and interchange with other people.

Such a study involves, of course, such topics as: beginning of trade, of exploration, and of travel; development of means of transportation and of a diversity of arts; expansion of industrial, social, and political life. As concrete illustrations of such a society, some phases of Greek and Norse history have been selected for study in the third grade.

In this connection the children are brought face to face with geographical conditions, more definite and different from those that they have studied before. In both Greece and Scandinavia the country is mountainous, with a scarcity of soil. The coast is cut by deep inlets and is skirted by innumerable islands. The relation of these geographical facts to the life of the people is easily understood by the children. The study of this typical environment, with its results in industries and modes of life, furnishes material for the work in geography for the third grade.

No attempt has been made to have the children reason out in a logical order the various steps and stages which led from one type of society to another, from a farming to a trading community. Such a philosophical study would be far beyond the powers of comprehension and the interest of the children. The material has not been selected because it marks the beginning of proper historical study, nor because it emphasizes historical sequence. The aim has been rather to furnish the children with historical material that is simple, but not too simple; material which will bring into relief their own problems and ideals; material which will delight the child and at the same time stimulate to right action. It makes no difference to the child in the third grade whether the stories of heroism, of adventure, and of simple life are taken from the beginning of history or from the present, from this country or from foreign countries; only this is necessary: they must satisfy the child's cravings for life in the forms that he can recognize and act upon. For this purpose other chapters of history might have furnished suitable material. One reason, however, for selecting Greek and Norse life is, that the material is easily accessible and embodied in great literary masterpieces. In the sagas of the Norse and in Homer, we find a literature which adequately describes the age and which charms the children by the grandeur and simplicity of its style.

DETAILS OF OUTLINE

Geography of Scandinavia and of Greece.—The aim will be to bring the children into close, personal contact with mountain and coast scenery by the aid of pictures, stereopticon views, descriptions, sand-modeling, and reading. Such features as mountains, valleys, islands, fjords, bays, and harbors should become living realities to the children, as much so as features of their own home environment. These features in their climatic setting will be studied in relation to the life of the old Greeks and the Norse, in determining industries and modes of living. The study of the formation of such topographic forms as mountains and valleys—that is, physiographic processes—will not be touched upon in this grade.

Geographic conditions which encouraged early navigation and commerce: islands, harbors, scarcity of soil, etc.

Resulting industries and occupations.

Development of trade. How trade was carried on; means of transportation by land and by water. Colonization by the Greeks; discoveries and expansion of geographical knowledge.

The Vikings; where living; their houses, weapons, etc. Discovery of Iceland, Greenland, and America (*Vinland*) by the Norse. For comparison, stories will be told of modern explorers, as Nansen, Livingstone, Stanley; their equipment and aims as compared with those of the ancient explorers. The story of Columbus will be told as embodying the spirit and aims of exploration.

Study of Greek and Norse boats; comparison. Models of boats and vessels from the most primitive craft up to our modern vessel: the ancient vessel, the Norse boat, the galley, the boats of Columbus.

Collect pictures and have them mounted on charts so as to show the evolution of the boat. Discuss the slowness and inconvenience of these various crafts. How to find the location of a place on the ocean, by the stars, by the sun.

Social conditions of the people; home life, classes of people, games and sports, warfare and warlike conditions.

Standards of measurement, currency, use of metals. Ideals of the time and religious beliefs.

ILLUSTRATION OF METHOD

For the study of the Norsemen, the sagas of King Harold and Björn Farmand are told and read to the children. For the study of the Greek, the *Odyssey* in Palmer's translation, will be read and told. From the reading and discussion of these pieces of literature and of related stories, the children will work out the points enumerated above (see "Details of Outlines").

The play element has been emphasized strongly in this work. The children imagine themselves Norsemen and Greeks; dramatize the stories; play trader, viking captain, skald, and king.

When one group studying the Norsemen discussed how they best could tell their story to the Greek group, they planned the following scheme: to represent on a large sand-table the country surrounding a viking's home; to make trees with which to cover the mountain sides, and also animals, which live in the forest; to construct houses, ships, and men, and place these in the country made on the sand-pan. The children divided themselves into groups in order to work out this plan, each group having its chairman to direct the work and thereby give it unity. After this construction work was finished, the children embodied their knowledge of the life of a trader, in a story which they themselves composed. This story was absolutely original and composed by the group as a whole.

From the child's standpoint, a need arose for metal arrow-points, spear-points, battle-axes, money, weights, etc. This was the teacher's opportunity to have the children realize the difficulties which primitive man experienced in dealing with a new material, metal. In this as in all his constructive work, the child is confronted with his own particular problem and is left to use his own initiative in experimentation. After having discussed present uses of metals and where found, the children experimented in order to find out what metals they might use for their purposes. After trying to smelt different metals, the children decided upon lead and tin. The children plan and build small furnaces in which to smelt their metals, make molds, and carry on the whole process of molding in lead and tin.

A system of currency has been invented by the children, the

value of a man (slave), an ox, and a sheep being represented by coins bearing the stamp of a man, or the head of an ox or a sheep.

When the children dramatize Greek or Norse life, they use, of course, the money, weights, scales, and armor which they themselves have made.

In studying how to furnish their Greek or Norse houses, or how to make their pottery, armor, and utensils, the children have tried to express Greek and Norse ideas and ideals in the designs. On the pottery, for instance, pictures from mythology appear—fierce heads of dragons on the Northmen's cups, while smiling suns and rippling waves adorn the Greek cups.

It is believed that the many-sidedness of the work here presented will call forth the varied powers in each child; that it will give wide scope for his imagination and for expression in simple but beautiful language as well as in the arts; that the child will find numberless opportunities to develop initiative through invention and constructive work; and that the social aspects of the subject-matter itself, and of the methods used in carrying it out, will train the child in social service.

HISTORY IN THE FOURTH GRADE

GERTRUDE VAN HOESEN

In the first three grades the children have studied some of the conditions that bring people together in a city. In the fourth grade we trace the growth and development of our own city. The study of local history gives a feeling of the reality of the past that can be secured in no other way, and the habit of thinking of actual relations gained by work upon the immediate environment can be carried over to the history of other regions. In local history we have all the necessary conditions for forming clear and definite images. Events have occurred in familiar places, and the children may visit historic sites. They may collect information from old inhabitants, and often study relics in the museums and art galleries. It is easy to trace the effects of the topography of the region upon its history.

The approach to the study of Chicago is through the consideration of the French explorers and the early settlers of the Northwest. This gives an opportunity to enlarge the ideas gained in the third grade in the study of the early Phoenicians, Greeks, Norsemen, and other explorers.

The work of the year is taken up as follows:

The early French explorers: their motives as compared with the explorers previously considered; religion, adventure, acquisition of territory; the industries naturally developed on the St. Lawrence River—fishing, fur-trading, trapping.

The story of Marquette and Joliet, with the geography necessary to understand the conditions. The children are told and read the story of the lives of these two men from childhood; their life on the St. Lawrence, then later in search of the Mississippi. Marquette's winter in Chicago in a rude hut is especially interesting, as it is thought that he was the first white man to live on the site of the present city. Joliet's report of their explorations in Canada.

The story of La Salle in his attempt to establish a chain of forts in the country south of the lakes, and to control the fur trade, gives the children a vivid picture of the character of men at that time. It is considered as follows: La Salle's youth and voyage to America; his grant of La Chine; Fort Frontenac; the building of the "Griffin" at Niagara; the trip to Lake Michigan; the probable fate of the vessel; the fort at St. Joseph; in the Illinois country; building of Fort Crèvecoeur; the adventures of Tonty; the destruction of the fort; La Salle's trip down the Mississippi; his discovery of the mouth; building of Fort St. Louis; La Salle's return to France; his return to America via the Gulf of Mexico in order to found a colony; failure to find the mouth of the Mississippi; building of fort in Texas; his attempt to return to Fort St. Louis overland; assassination of La Salle; devotion of Tonty.

The development of trading-posts throughout the country claimed by France: stories of the life there; Kaskaskia; Detroit; Vincennes; Fort Dearborn.

The children next trace the evolution of the city from a fort and trading-post to the form which they see about them. In the

study of Fort Dearborn there is the development of the trading-post, the building of the fort, the coming of pioneers, and then the growth of a village around the fort. This study includes the consideration of life without many of the conveniences of modern civilization. By means of stories the children learn of the need for paved streets, of the first road-making, the ferry across the river, the first bridges, the earliest houses, and the modes of traveling by land and water to reach the settlement.

Finally the children see in imagination the frontier village become a thriving city with a need for city government and for public works. It is with the functions of government that the child comes in contact, and it is these that he studies. In this discussion he is brought face to face with simple forms of civic organization, so that the mayor and the council become a more definite part of his social environment.

In the evolution of the city the problems especially considered are: the development of the streets from dirt roads to the asphalt boulevards; the water-supply from the spring and well to the water-system of the present; the illumination of the city from the torch to the electric lights; the drainage system, including sewerage and the Drainage Canal; the development of transportation from the canoe and prairie schooner to the almost perfectly equipped train and vessel system of today; the bridges across our river; the development of a simple form of government, with its mayor, police force, fire companies, life-saving station, and park system.

After this group of children finished the story of Fort Dearborn, they constructed a model quickly in clay. It is not worth the time for them to do it in more lasting material, as the problems in construction are the same that have been met often in previous grades.

During the spring term the work consists of the topics in civics above noted, with the exception of the water system which formed a part of the fall study. It was taken up as follows: discussion of ways of getting water, including our own water system. The children knew nothing about the water system of the city, except the fact that water may be obtained by turning the faucet, and that the pumping stations had something to do with it. We

went to the pumping station nearest the school, each child carrying the following questions which were suggested by the class: How many men are employed at this station? How many hours does each man work daily? What are the different kinds of work necessary to run this station? What kind of fuel is used? How much is used in one day? What is the cost of the fuel per ton? What are the wages of the men? Each child was responsible for the answer to these questions and for knowing about the machinery. The following paper was written by one of the children before the discussion began:

"This station was built in 1875. There are 5 pumping stations in the city. This station is connected with the crib by two tunnels. One is 7 feet in diameter \times 3½ miles. The other is 5 feet \times 3½ miles. There are 6 engines. 80 lbs. of steam are required for each engine. 60,000,000 gal. of water are pumped each day. This station pumps the water used from 39th Street to the city limits and from State Street to the lake. There are 56 men working there. Each man works 8 hours a day. They use Illinois soft coal. 55 tons are used every day. The cost is \$2.37 a ton."

This information was obtained individually during the visit to the pumping station. In the discussion we decided to find out, as far as possible, the cost of supporting it for one year. The following report is copied from one child's work:

\$2.37	cost of one ton of coal.
55	
—	1185
1185	
\$130.35	cost of coal for one day
365	
—	65175
65175	
78210	
39105	
—	\$47,577.75 cost of coal for 1 year.
53,106.00	wages of men for 1 year
—	\$100,683.75 coal and wages for 1 year

There is no more fascinating story in the history of our city than the building of the first crib and the first tunnel. The class considered the question of purifying the lake water, and performed experiments in filtering and distilling, proving the merits of each. The apparatus used in both cases was simple home-made apparatus, such as the children could individually construct.

HISTORY IN THE FIFTH GRADE

CARRIE M. PIERCE

Colonial history is chosen for the fifth grade because it illustrates the dependence of man upon a definite geographic region, and shows the development of a simple industrial life, with none of the complications growing out of our modern factory system. The pioneers were thrown back into primitive conditions, and had to win their own way in material things. Different groups of people were obliged to meet their necessities according to different conditions of soil and climate. These conditions are sufficiently simple for the children to understand. They give rise to problems which the children can make their own. In this study, as in that of primitive history in the primary grades, we trace man's conquest over nature, but at a more advanced stage of his progress. The energy, industry, and patience of the sturdy colonists make this a period especially useful in forming ideals of character.

In method we follow the story of individuals, because children's interests at this age are largely in persons, and in persons in action; but each story is so taught as to show the industrial conditions of a people, their household life, and the effects of their occupations upon social life and government.

Weaving is given especial prominence in the hand-work of this grade, and the children find in making their own designs a motive for the study of the household arts of colonial times. The children's own occupations, therefore, form, from one point of view, the center for their study. They also find in the continuation of

work in civics begun in the fourth grade another center, this from the conditions of their environment. They learn the means of protection in our city afforded by our fire department, police, and board of health, and such other functions of our city government as they can comprehend. This is used as a basis for understanding the work of the colonial governments.

The work of the autumn quarter was the study of the Pilgrims. The children were asked where the people around them came from, and it was found that New England was an important source of the present population of Chicago. Many of the children had been to New England, and several had visited Plymouth itself and seen Plymouth Rock. After the story of the Pilgrims in England and Holland, and the coming of the "Mayflower," pictures of the country around Plymouth were shown, and the children discovered the reasons that led the Pilgrims to choose this place for their home. Plymouth harbor was modeled in sand, the "Mayflower" and Plymouth Rock were located, and the town was constructed on the sand-table, including Governor Bradford's house, the fort, the town brook, Leyden Street, Priscilla's home, and Burial Hill. The story continued with Governor Bradford's Journal as a basis, and the study of the first Thanksgiving feast gave especial interest to our own Thanksgiving Day celebration.

In the cooking lessons for the quarter, the children cooked dishes which the Pilgrims used. They ground corn in a stone mortar and cooked the meal. Baked beans, brown bread, hasty pudding, and cranberry jelly were also prepared. Just before the Thanksgiving recess the children prepared a luncheon to which they invited their parents. After the decision was made that the luncheon should be given, the question arose as to whether they should be Pilgrims entertaining their parents or Pilgrims entertaining Massasoit and his ninety braves. This involved much discussion, but finally the former idea prevailed. They dressed in Pilgrim costume, which led to a study of the dress of colonial times. The girls wore simple gowns of gray, with white kerchiefs and caps, while the boys wore full trousers, white collars and cuffs, and high colonial hats. Committees were chosen to arrange

and lay the tables, to have charge of certain dishes, to receive and serve the guests, and later to clear the things away.

In former years we have had as a culmination of this study the dramatic representation of the first Thanksgiving Day. The scenes have represented the preparation for the feast, the welcoming of the Indian guests to the feast by the governor, a drill of the Pilgrim army under Miles Standish, contests between the Indians and the whites, and one dinner of the three days of feasting.

Our study of the New England home included the houses and their furniture, the fireplace with its furnishings, the ways of preparing and serving meals, the spinning, dyeing, and weaving, and the making of candles and soap. The children have dyed and woven yarn into small articles from their own designs, and they are now working upon a colonial rug.

The occupations into which the Pilgrims could enter necessitated some knowledge of geography. As a preparation for the study of the Massachusetts Bay Colony, New England as an upland region was described, and pictures of typical landscapes were shown. Then followed the story of Endicott and Winthrop. The story of the rapid development of the colony led to further study of geography. The reason for the variety of products on a New England farm were shown. The children reasoned that the lack of any staple product for export caused great need for manufactures, and that the excellent water power made these possible. They learned that there were great forests for building ships and fine harbors for commerce; that fishing gave impulse to trade, and a variety of occupations developed. We traced very simply the effect of this variety of occupations upon the social life of the people; the small farms; the villages and towns; the schools; the town-meeting.

The class studied Longfellow's "Courtship of Miles Standish." The greater part of the poem was read aloud by the teacher, the children working upon the parts in which they had most interest.

In the study of Virginia in the winter quarter we began with the plantation, contrasting it with a New England farm. After describing the large farm, with its great fields of tobacco, the many laborers, the mansion house and many other buildings, the

river and the wharf, and the ship from England with its freight of manufactured articles, we inquired into the causes of the difference between the life here and the life in New England. The study of the Atlantic coastal plain gave us answers to our queries. Some experiments were tried in the making of such a plain. The children constructed a miniature plantation. We also studied the methods of cultivating tobacco, and compared the labor involved with that in growing corn. This gave some help in understanding the introduction of slave labor. The effects of slave labor were traced in the classes of society and the effects of the large plantation on the education of the people and their government.

The stories of the causes of the colony and the events connected with the history of its development were read with the class in connection with the other work.

For the spring quarter our work is the study of New York. The children read "Hans Brinker" to get a vivid picture of life in Holland, and the teacher told them the story of the siege of Leyden, which illustrates the character of the people. After they had read the story of Henry Hudson, maps were used to help them see the commercial importance of the location secured by the Dutch in America. As a gateway to the West, the Hudson River was of immediate value in their fur trade. Reading about the present commerce of the city also shows the importance of this location. (*Carpenter's Reader*). The Hudson may well be studied here as a type of a drowned river valley, and experiments may be made in the laboratory to show how such river valleys are formed.

The characteristics of the colony are studied and compared with those of New England and Virginia: occupations; classes of society; labor; household arts; education; government. A miniature city is being constructed on the sand-table, with houses built in clay. Painting and drawing of scenes in Old New York are also used.

Irving's "Rip Van Winkle," "Sleepy Hollow," and selections from the "Knickerbocker History," are read with the children to add to the interest in their study, and also for their literary value.

HISTORY IN THE SIXTH GRADE

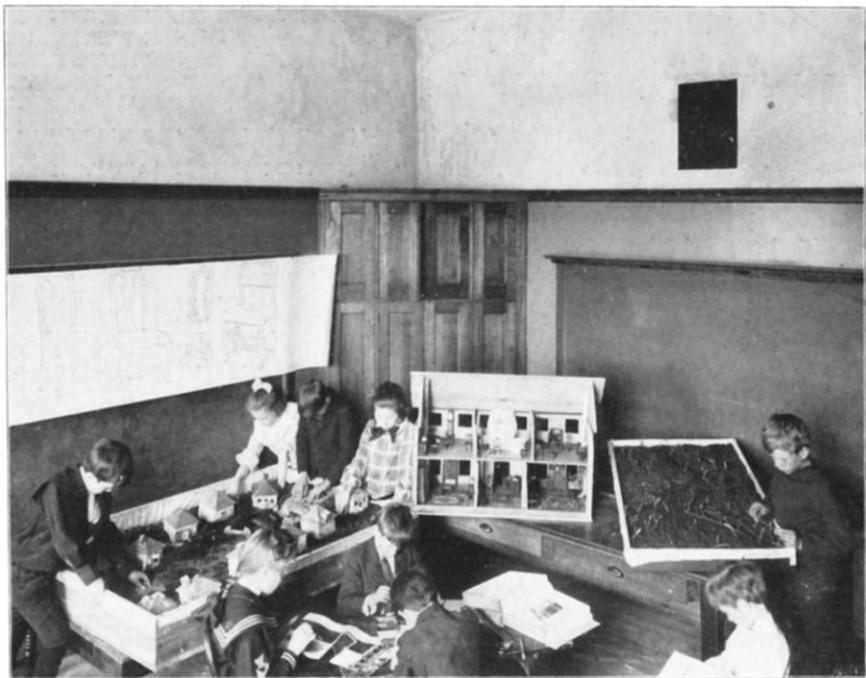
ANNAS HIGGINS

In this grade colonial history is extended to include the study of French colonial life, and to compare the French and the English in the New World. To account for the contrast and emphasize the difference in their ideas of government, it is well to examine the conditions in Europe out of which they arose. The climax is the coming together of the French and the English in America, the failure of the French, and the success of the English in keeping possession of the continent, and the struggle of the Revolution.

The class has studied the French in America, something of the conditions at home that led to their coming, the great fishing industries that grew up in this country, and the beginning of the commercial intercourse between America and the mother-country through the fishing and fur trade.

The children have learned something of the physical geography of France, and of the industries springing from it; something, also, of the social and political life of the French people in the sixteenth, seventeenth, and eighteenth centuries; and they have touched all the conditions at home that influenced the new country. In this work they have brought in whatever the school or home library could contribute, as well as pictures which members of their families traveling abroad have collected. They have used their water-colors constantly, and have sought help from good pictures.

The work has called for a continual shifting of the center of study, from the new to the old country. In the New World they have followed Cartier in his voyages up the St. Lawrence, and his interesting contact with the Indians at Stadaconé and Hochelaga. Later they met Champlain, the young soldier full of the spirit of adventure, compelled to sit idle in Paris because the country was at peace for a few years. They have gone with him over the sea as a member of the band of traders led by De Monts, have recognized him as the real spirit of the band, have asked many times



COLONIAL HISTORY OF VIRGINIA—FIFTH GRADE



SEVENTH GRADE

why he was not made *head* of the colony, and have rejoiced when some years later he really *leads* the expedition up the St. Lawrence.

They have worked on the Nova Scotia settlement with the keenest interest. They have found the characteristic of each man. They have admired Pontrincourt for his love of beauty, and have enjoyed the Bay and the "amphitheater of hills" with him. They have really a new friend in Lescarbot, and have found through him that an artist and student of the classics can bring real joy and life into a disheartened company of crude men such as were left to his care when the leaders of the colony went back to France and Champlain made one of his excursions to the south. They have loved old Memberton, the chief of the neighboring tribe, for his care of the French. They have been just as anxious as the old Indian that no enemy take them unawares. They questioned closely the right of the king to give the monopoly of the fur trade to De Monts, but severely, indeed, did they censure him when he revoked it, and caused the failure of the colony upon whose success they had determined. They stayed long enough with this colony after the revocation of its charter to see that it became the nucleus of French settlements along the Bay of Fundy.

The class followed the life of this colony in maps, pictures, and sand models. They built the habitations at St. Croix and Port Royal. They told many of the stories in their own way, and wrote several character sketches. One of the most interesting reproductions was the story of "L'Ordre de Bon Temps," or how they furnished their table with good things during the last winter at Port Royal.

They saw Champlain go back to France, but eagerly welcomed him when he came again to work out what he had planned five years before, to build a great fort and trading-post on the St. Lawrence. They studied the character of the country, the course of the river with him, and then built his habitation at the foot of the mountain. Here they studied the life of the trapper of whom Champlain, Père le Jeune, and others have left so many interesting sketches. They thus got a glimpse of the French

colonial life; they saw the priest and the nun at their work of converting and training the Indian, and building churches and schools; they saw the trader bargaining with the Indians from the North at the midsummer fair at Quebec, Montreal, or Three Rivers; they had an opportunity of comparing the government with that of the English colonies which they had studied. Parkman, and Bourinot's *Canada* have been used. Bourinot, Pratt, and Baldwin's *Discovery of the Northwest* have been helpful with their pictures. The class has seen Champlain strengthen his friendship with the Algonquins, that he might go unmolested on his way to the "Western Sea," by joining with them against the Iroquois, and has foreseen the result of this policy. In this way the class has followed the whole life of Champlain to his death at Quebec. Some songs have been written by the children to express their feeling for the spirit of the French pioneers, each group setting its own words to music.

In geography they have worked on the St. Lawrence Basin, of which they are making a model, and have enjoyed comparing their own maps with those of Champlain, whose maps—half map and half picture—have interested them greatly.

They next saw the French spread out into the Mississippi Valley, following Marquette and Joliet, La Salle and Tonty, and the others who claimed the great region for France. They have read the stories of these men in the fourth grade, and this time read Parkman, and some of the original letters and diaries as given in *The Jesuit Relations*, and *Louisiana Historical Society Papers*. They have visited the Chicago Historical Society rooms.

Their knowledge of the trading interests of the French in the North enables them to appreciate the cause of the trouble between the French and English in the Ohio Valley, and its result—the French and Indian War. Their work on the building of Quebec by Champlain gives them an interest in it as the great stronghold during the war, whose fall meant victory for the English. Emphasis is placed on the result of the war, and its effect in history.

This takes them into the life of the English colonists, which they are following, laying stress upon the industrial development

which leads to the Revolution. The social life is closely bound up with the industrial. They see the home, hand manufacture, and its growth into the factory system. Here the work which the class is doing in textiles gives zest to the history of manufacture in the colonies, and an appreciation of the advance in machinery. The newspapers of the times, some of which they have opportunity to consult, throw light upon the commercial life of the colonies, and upon the Navigation Acts. This work culminates in the Revolution, the Declaration of Independence, and the birth of the nation.

In civics, our plan involves the study of the work of the Civic Improvement Societies of Chicago and of the city of Athens as the type of a beautiful city. Some topics in Greek history seem especially desirable for work in this grade; for instance, the story of Marathon as a long-ago Bunker Hill, and the education and games of the Greeks. Two years ago the children made a series of tiles to illustrate Greek games. The story of the *Iliad* is used as a foundation for this study.

HISTORY IN THE SEVENTH GRADE

HARRY O. GILLETT

History considered as simply the record of past events has little place in the curriculum of the elementary school. Children live in the present, and, unless something is taken from the past to help the present, history is not fulfilling its whole function. It is not the study of men's conclusions about the meaning of the facts of history, or the "learning" of the moral lessons which men have gathered from history, that has any great influence on the children's lives. To be effective, the facts of history must become present, must be lived over again. The experiences of the former generation must become personal and real, the ways in which men have met difficulties and overcome obstacles must enter into present and vital thought, before their influence on the child can become very great. Nor is the temporary interest

which accompanies the telling of dramatic incidents of history of much educative value in itself, but rather the reflection upon those incidents, and perhaps their immediate use in the solution of present problems. An idle interest, a desire for entertainment and the gratification of that desire by the teacher, may make the recitation seem successful, but the absence of constructive thinking means no mental advancement.

The child's study of history is not that of already formed institutions, but of the formation of institutions continually being molded and modified to suit existing conditions. To the child, history is dynamic. His view of history should be a picture of the ways in which men live together, not at present or in the past, but at any time. We can study life of the past better than life of the present, because the life around us is too complex. Institutions are being created and modified now just as much as in the past, but we are too near to them to see them as wholes. The elements tending to their formation are too numerous and too much entangled for us to see their relative value as elements. We cannot see the results of this and that plan. We cannot attain a height from which to get a bird's-eye view of the whole with the important elements standing out and the minor elements in the background. Time has made the picture more simple for us by making dim the unimportant, and we use that simplified picture to gain a knowledge of life, the interrelations of its parts, and how it meets conditions such as are with us today. We learn to see more clearly the meaning of the present as a part in the evolution of society.

"When history is conceived as dynamic, as moving, its economic and industrial aspects are emphasized. These are but technical terms which express the problem with which humanity is unceasingly engaged; how to live, how to master and use nature so as to make it tributary to the enrichment of human life."¹

It is the economic side of American history which forms the basis of the work in the seventh-grade course in the University Elementary School. The work is introduced by a study of

¹ John Dewey, *Elementary School Record*, November, 1900.

frontier conditions before the Revolution. The place of least stability, the place where tendencies are forming, the place where motives are most simple and where society is least hampered by tradition, is the frontier. There the elements of life are so simple and the heroic element, which is so strong in children of eleven and twelve years, is so pronounced that children can easily realize that life, and to a large extent re-live it. In a sense, history starts anew in the backwoods, and, from this as a starting-point, we may work out so far as is thought desirable the increasingly complex institutions up to the present time. On the frontier social and economic situations may be seen to grow into political problems, and the relations between them may be traced as they become more and more complex.

This first picture of frontier conditions is broadened by a study of the life of Daniel Boone as a type of the early trans-Alleghany explorer and settler. The class is encouraged to read a good biography of Boone, such as that recently written by Thwaites. Parts of the narrative are read in class. The lesson assigned may be to choose such passages as best show some phase of the life of the times. In the study of the immigration which followed the early explorations of Kentucky, the opportunity is taken to show the geographical side of history in the difficulties which the travelers met in crossing the mountains, and the considerations of the topography, the soil, and the waterways which had to be taken into account in the choosing of a site for a home. As more and more people are compelled to live together in the frontier forts and stockades, the need of some form of government makes itself felt. The development of the idea of government in the Wautauga settlement is worked out. We find the source-books of history of special value in this kind of work, for a page from a diary or an extract from a letter written in the quaint style of the times adds very much to the reality of the picture. But the purpose of these readings is not entertainment; it is to help in the formation of a picture of the life of the times, and, to be of much value, such must be the purpose in the child's mind. Often the mental picture of the life of the times is to find expression in an original story based upon historical incidents of that time, and

the necessity for a correct historical background gives the child a real purpose in reading from the source-books. The children also report going to their grandparents for information at first-hand about pioneer life. Even with children of this age (eleven and twelve) dramatization may play an important part in the teaching of history, if not indulged in too freely.

In the sixth grade the children study the Revolution; but in the seventh grade some time is given to the work of George Rogers Clark and his band of backwoods soldiers. While the political importance of Clark's work is not disregarded, the main purpose in our study is to show the spirit of the times, and at the cost of how much effort in the past we are now enjoying the natural advantages of the "Northwest Territory." If it seems that too much time is given to this part of our history, we must remember that the child grows slowly, and we cannot get the strong growth we wish by forcing. The wisdom of building a strong foundation of these fundamentals of history is seen later in the year.

The slow settlement of Ohio made possible by the Ordinance of 1787 is next worked out, with some attention given to the "land company" methods, and the constant trouble from the Indians. The great question of better means of transportation and communication was paramount, and sheds some light on the causes of the unsettled condition of the country in the early days of the republic. The demand of Kentucky and Ohio for the right to navigate the Mississippi, one of the great highways of the time, influenced the purchase of Louisiana. It is at about this time that we gather together what has been learned about transportation and the routes and conditions of travel from the seaboard to the interior, paying special attention again to the geographical factors involved. Some of the great questions of the day as to the duties of the national government in making internal improvements are discussed, and their bearing on present-day problems is noted. The culmination of the industrial and commercial situation in the War of 1812, the rise of a national feeling as the different sections became more in sympathy with each other as improved means of communication and transporta-

tion allowed better commercial relations to exist between them, the increase of canals, and the rise and growth of steamboats and steam railroads, form the next topics for study.

Considerable time is given to the study of the territorial expansion of the country, beginning with the Louisiana Purchase and the explorations of Lewis and Clark to determine the nature of the new possessions. It may be stated here that these explorations are taken up in some detail, as showing the geographical conditions of the country at that time, and what obstacles had to be met by the intending settler. The effect of improved transportation and communication upon the organization and development of Louisiana Territory forms an important topic.

The questions relating to the admission of Missouri to statehood crystallized the feeling about slavery, and show us something of the industrial and economic conditions in the South. The acquisition of Texas and the California region, and the influence of the discovery of gold in California, form the next topic. The determination of the northwest boundary line and the limits of the Oregon country rounded out our dominion in the West. The building of a transcontinental railroad and its influence upon the development of the Pacific coast region are then studied.

The industrial and social tension between the North and the South finally resulted in the Civil War, which was followed by a great industrial revolution, the effects of which we see daily.

The rest of the time (about eight weeks) is given to a topical study of the industrial development of the country, considered historically and often geographically, including such topics as the cotton industry, the factory system, mines and mining, the iron and steel industry, the activity of the general government in making internal improvements, the various national bureaus for the development of the country, local and national government, etc. This study is aided by excursions to great industrial plants and public buildings, such as the Illinois Steel Plant, the McCormick Harvester Works, the oil refineries at Whiting, a grain elevator, the city hall, and other public buildings in the city. The social and political changes due to changing economic conditions are followed as closely as the child shows he is capable of understanding them.

Expression in the history takes the form of written papers and oral reports, imaginative drawings and paintings, clay-modeling and work in textiles. Stories, reports, and papers are written regularly, and are examined both as to accuracy of fact and correctness of English. In one sense, the work in English grammar is based on these written papers.

The child's realization of industrial progress is aided by direct study of certain industries. In the spring quarter the growth of the textile industry is worked out, experimentally as far as possible, as the hand-work of the class. In the winter the study of electricity and the making of various pieces of electrical apparatus, as well as the experiments on the transmission of heat as applied to the cooking, increase the interest which the class has for all kinds of industrial progress.

In this course in American history the main purpose is to stimulate the children to gain a genuine, intelligent interest in the growth of their country—an interest which does not die at the close of the lesson or at the end of a series of lessons. In one sense, it is a course in sociology, for the facts are gathered to understand better how people and groups of people learn to live together, and how they react to their environment. It must not be assumed that facts are subordinated, for an accurate knowledge of facts must be acquired before conditions can be understood, and facts which are learned for a conscious purpose are more likely to be remembered than facts which are studied out of relation to each other, so far as the child is concerned, even though the immediate interest may be keen. Helping in the organization of the problem is the work of the teacher; it is by the working out of the problem that the child educates himself.

HISTORY IN THE EIGHTH GRADE

KATHARINE M. STILWELL

The topics chosen for the year's study are the European history immediately preceding the discovery of America, the growth of the knowledge of geography, feudalism and chivalry, the guild

system of labor, and the arts and inventions of the Middle Ages. Other historic phases might very properly be selected. But it is believed that life in the Middle Ages is peculiarly fitting, furnishing, as it does, pictures of service and heroism which appeal strongly to pupils of the average age of this class.

The work centers about the widening of the world's horizon through the Renaissance. It interests the eighth-grade pupil because it is the background of the American history, already studied, and because of the relations that may be shown to the social and governmental conditions of the present. A study of the spirit of the arts of the Middle Ages helps the child to see some of the conditions that surround the modern laborer, and may show the need for a revival of handicraft, with its accompanying freedom in work that made possible the art of this period.

The children's own work in printing serves as a foundation for understanding the artistic value of the early work in this craft. It seems desirable that they should gain some conception of the art of book-making, including illumination and binding; but our conditions have not so far been such as to favor much practical work outside of printing. We have in former years found the press of very great social value to the school.

Drawing and painting and clay-modeling have been freely used as a means of expression of the life of the period.

The year began with a study of the period of discovery and the growth of geography. From a study of what the ancients knew, as shown by the maps of Herodotus, Pomponius Mela, and Ptolemy, the class became interested to know who the ancients were. The teacher sketched an outline of Greek history; the class read *The City of the Seven Hills*, and then studied about the ancient Germans. This included enough of their movements — the fall of the Western Empire, the growth of the church, the rise of the Franks, and the trouble with the Mohammedans — to explain the cause of the Crusades, and to account for the origin of feudal government. Following the Crusades, and the story of Venice, its location, its early history, and its rise to commercial importance, the class read *The Merchant of Venice* and witnessed Mansfield's presentation of the play. They then studied feudalism and chivalry according to the following outline:

1. *Growth of feudalism.*—The weakness of kings and the need of protection.

2. *The feudal estate.*—The location of the castle. Description of an eleventh-century castle, showing moat, palisades, draw-bridges, portcullises, towers, donjons, etc. An attack and the means of defense. The lord and his vassals. The ceremony of homage.

3. *The life of the castle.*—The hall, the banquet, the wandering minstrel. Tapestry-making. Falconry. The chase. Chivalry. The page, the squire, the knight. The jurists.

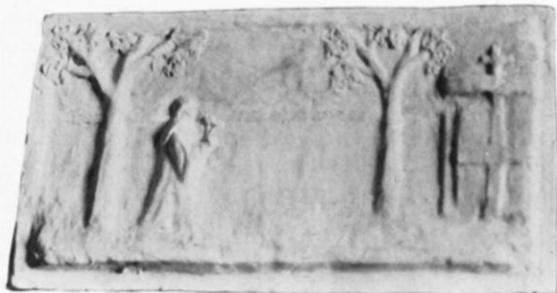
4. *The life of the village.*—Land-tenure. Plan of the village showing the manor lands—the domain, the pasture, and the fields. Relation of serf to lord. Method of cultivating land. The peasant's house, furniture, food, and clothing.

5. *The abbey as a fief.*—(Copy of the charter of Melrose Abbey.) What the life of the monastery was like. Its church, its cloisters, its work-shops. The wall, the moat, and the out-lying fields. The dress and occupations of the monk.

The class acquired some knowledge of the topics outlined by reading the various school histories (Myers, Robinson, Harding), by examining pictures and collections of armor, and by reports from those members of the class who have visited Europe. In school they read selections from Tennyson—"Gareth and Lynette," "Sir Galahad," and "The Lady of Shalott"—and selections from Scott. At home they read *Ivanhoe*, *The Boys' King Arthur*, Pyle's *Story of King Arthur*, Bulfinch's *Age of Chivalry*, Young's *Little Duke*, and other books bearing on the topic.

The work of individual pupils made available to the class much of the necessary information. Different topics for investigation were assigned to the various pupils and reports presented in writing. Each was conscious that the class had need of his work, and hence each had a motive for writing.

The reviewing of books was introduced as an aid to making a list of books for supplementary reading. Each pupil wrote a review which was used to determine whether the book in question should be added to the list or not. This subject has presented many opportunities for expression in both painting and drawing.



TYPICAL SCENES IN THE MIDDLE AGES—EIGHTH GRADE

Many pictures were drawn to illustrate the costumes of the Middle Ages.

While studying the life in the castle the class examined the illuminated manuscripts in the Newberry Library and in the Art Institute. They read *Friar Jerome and His Beautiful Book*, and made some fairly successful attempts at illumination. An illuminated motto is the united work of several pupils, but each child has illuminated and framed a text for himself.

The class investigated modern methods of book-making, and visited the studio of Miss Stiles, who kindly showed them her work, and illustrated and explained to them the entire process of making a book by hand.

Finally an opportunity was given to express through modeling the results of this work. Each pupil attempted to show in clay his idea of the spirit of the period. The accompanying photographs show some of their efforts.

All the work done has been with constant reference to the present, and the comparisons already made have prepared the pupils for a better understanding of the broader and more vital topics which follow.

The general subject for the remainder of the year is the guild system of labor contrasted with our modern factory system—art. It is presented through the following topics :

1. *The towns of the Middle Ages.*—Their relations to feudalism. Growth of commerce and manufactures. Position of cities in the line of trade. Rise of free towns and cities. Privileges of townsmen—training for self-government.
2. *Life of the town.*—The walls and gates. Appearance of streets and houses. The churches. The town hall. Grouping of trades. Shops. Apprentices. Guilds. Trade laws. Stories of handicraftsmen.
3. *Study of Florence and Nuremberg*—as typical expressions of thirteenth-century art. The cathedrals of Europe as illustrating the growth of Gothic architecture.
4. *Results of the guild system of labor.*—How this compares with our factory system in (1) the desire to do good work; (2) the love of art; (3) the feeling of social responsibility.